

Author:

Jan-Eric Gustafsson

Inst.:Department of Education
University of Göteborg**Title:**

Visualization processes in learning as a function of method of presentation and individual differences

Bibliographic reference:

Department of Education, University of Göteborg, 1982:09, issn 0349-2982

Title of project:

Inlärningsstrategier och undervisningmetoder

(Strategies of learning

and methods of teaching)

Key words:

Academic aptitude Audiovisual instruction Intelligence

Abstract:

With a starting point in laboratory research on suppression of visualization in reading, the study investigates effects of treatments (reading vs listening and pictures vs no pictures, in a 2 X 2 design) and aptitudes on the learning of verbal and spatial types of content. Subjects were about 100 5th grade pupils in each treatment, whom are given a battery of 4 ability tests, a learning material dealing with the heart and the flow of blood, and immediate post-tests to assess acquisition of verbal and spatial aspects of the content. For analyzing main effects and interactions the Jöreskog LISREL technique is used. The most important findings are that acquisition of spatial content is superior in the audio-visual treatment, and that girls high in general ability perform better when listening than when reading. The results are interpreted in relation to research on visualization suppression and sex differences in lateralization of processing.

Pub. date:

1982

Pages:

35

☐ Swedish☒ English☐☐ Final report☒ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐**Research supported by:**Swedish Council for Research in the Social Sciences
National Board of Education in Sweden

Author: Bernar Lindström	Inst.: Department of Education University of Göteborg
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Title: Learning styles and learning strategies I. Conversation theory - The work of Gordon Pask
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Bibliographic reference: Department of Education, University of Göteborg, 1983:01, issn 0349-2982

Title of project: Inlärningsstrategier och undervisningsmetoder	(Strategies of learning and methods of teaching)
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Key words: Strategies Cybernetics Learning theory

Abstract: The paper presents the work of the English cybernetician Gordon Pask on learning styles and strategies. Pask offers a general theory of cognition, "Conversation Theory" and an attempt is made to describe the basic ideas of this theory. It is argued that the theory, apart from generating hypotheses about learning and teaching, may function as an analytic tool in the study of educational practice. From Conversation Theory the learning strategies "holism" and "serialism" and the more general learning styles, "comprehension learning" and "operation learning", are derived. These strategies and styles are described, both operationally and in terms of constructs within the theory.
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Pub. date: 1983	Pages: 33	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☒ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
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Research supported by: National Board of Education in Sweden	290
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Author:

FERENCE MARTON

Inst.:Department of Education
University of Göteborg**Title:**Towards a phenomenography of learning
I. Integrating experiential aspects**Bibliographic reference:**

Department of Education, University of Göteborg, 1987:06, issn 0349-2982

Title of project:

Theoretical integration of research on conceptions of the world around us

Key words:

Learning, phenomenography, qualitative analysis

Abstract:

An attempt is made to integrate categories of description aimed at characterising the experience of learning in terms of the logical relations that exist between them. The categories dealt with here depict characteristics of the outcome and style of learning, the approach to and the motivation for learning. It is concluded that a "horizontalised" outcome (in which a text's hierarchical structure is levelled out) implies operation learning in terms of Pask's dichotomy of styles, of which comprehension learning represents the other alternative. Comprehension learning implies a deep approach (as it is defined by Marton) while its opposite, the surface approach, implies extrinsic motivation. In such a way, categories of description can be linked to each other very much as a Wittgensteinian family resemblance structure: no thread runs through the whole rope, but it is still the same rope all the way.

Pub. date:December
1982**Pages:**

11

☐ Swedish☒ English☐☐ Final
report☒ Progress
report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

The Swedish Council for Research in the Humanities and Social Sciences

Author:

Ference Marton

Inst.:Department of Education
University of Göteborg**Title:**Towards a phenomenography of learning
III. Experience and conceptualisation**Bibliographic reference:**

Department of Education, University of Göteborg, 1982:08, issn 0349-2982

Title of project:

Theoretical integration of research on conceptions of the world around us

Key words:

Learning, phenomenography, qualitative analysis

Abstract: As a starting point for describing the qualitative different ways in which learning is experienced, the conception of learning underlying the description is made explicit. Two distinctively different conceptions of learning are accounted for. According to one, learning is the acquisition of a number of facts, definitions etc, according to the other, learning is a qualitative change in one's way of understanding some aspects of reality. It is the latter conceptualisation that forms the framework for describing the experience of learning. Two different ways of experiencing a learning situation are described, one is labelled deep approach and the other surface approach. The former is characterised by the learner's attention being focussed on what the text is about, he is looking for relations between the parts of the text as well as between the text and that which its content can be linked to. He is experiencing himself as the active agent of learning, he is the one who does the learning. The second way of experiencing learning, called the surface approach is characterised by the learner's attention being focussed on the text itself. He is dealing with the parts in isolation and ascribes himself a passive role in the learning process. It was found that the way of experiencing a learning situation is related to the learner's conception of learning. There are two qualitatively different conceptions found among learners and they turn out to correspond to the two conceptions found among researchers. The conceptions of learning is thus seen to underly both how learning is experienced (by the learner) and how it is described (by the researcher).

Pub. date:	Pages:	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
December 1982	39	☒ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

The Swedish Council for Research in the Humanities and Social Sciences

Author:

Ference Marton and Lennart Svensson

Inst.:Department of Education
University of Göteborg**Title:**Towards a phenomenography of learning
II. A relational view of study skill**Bibliographic reference:**

Department of Education, University of Göteborg, 1982:07, issn 0349-2982

Title of project:

Theoretical integration of research on conceptions of the world around us

Key words:

Learning, phenomenography, qualitative analysis, study skill

Abstract: An attempt is made to integrate experiential aspects of learning in terms of a relational concept of skill. Skill is seen as a relation between task and learner and it refers to the quality of how the task is performed by the learner. The most important aspect of the quality of performance is how the content of the task and the task itself is experienced and conceptualised. The categories of description corresponding to the qualitatively different ways in which various aspects of learning tasks are seen by the learner are characterised on three increasingly general levels with two sub-levels within each, in accordance with the following: 1. Conceptions of what is to be learned a) conceptions of content b) conception of structure 2. Approaches to learning a) holistic v atomistic approach b) deep v surface approach 3. Conceptions of studying a) orientations of studies b) conceptions of learning. There are certain logical relations between categories belonging to the different levels in the hierarchically organised system of description. Specifically, there are implicatory relations, the direction of which goes from more specific to more general levels (e.g. a certain way of conceptualising the content of the task logically implies that the learner must have approached the task in a certain way).

Pub. date:	Pages:	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
December 1982	23	☒ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

293

The Social Council for Research in the Humanities and Social Sciences

Author: Birgitta Qvarseell	Inst.: Department of Education University of Stockholm
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Title: "Våra liv" Ett försök att tillämpa begreppen utvecklingsuppgift och kompetenssträvan på ungdomars självbiografier samt en diskussion om data.	"Our lives" An Attempt to Use the Concepts of Developmental Task and Competence Drive in analysing Young People's Autobiographies.
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Bibliographic reference: Department of Education, University of Stockholm Research Group for Developmental Psychology, report no 11 1983
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Title of project: Barn och masskultur	Children and Mass Culture
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Key words: Childhood culture, Mass Culture, Developmental task, Competence drive
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Abstract: Six autobiographies, written by young people, 15 - 17 years old, and published in the ILEA English Centre series of reports from young people, are discussed with the use of "developmental task" and "competence drive" as tools of analysis. The theoretical concepts are used to test the applicability of the frame of reference for the project Children and Mass Culture. The report ends with a discussion concerning this type of data. This discussion is focussed upon the young people's own perspectives and methodological questions concerning the revelation of these perspectives. This report is to be regarded as part of the discussion about data or people's own conceptions, from their own perspectives.

Pub. date: Feb 1983	Pages: 48	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by: University of Stockholm, Department of Education and Centre for the Study of Childhood Culture	294
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Author: Roger Säljö	Inst.: Department of Education University of Göteborg
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Title: Learning and understanding. A study of differences in constructing meaning from a text.
Bibliographic reference: Acta Universitatis Gothoburgensis, no 41, ISBN-91-7346-106-7
Title of project: Studies of learning and cognition in the adult years.
Key words: Learning, cognition, text processing

Abstract: The chief concern of the present study is to give a detailed description of learning from academic texts and to advance a theoretical framework through which the findings can be interpreted. A fundamental assumption guiding the work is that the articulation of such a framework, should rest on a detailed analysis and understanding of specific instances of learning. Although the empirical material presented covers only six individuals, this study is not a case study in the conventional sense. Instead the six individuals, who have been chosen from a larger group of 90, serve as exemplars, giving substance to significant patterns and relationships observed in this larger group. The analysis of the wide body of empirical material available for each exemplar (and for the remainder of the 90 participants) leads to the conclusion that a critical difference between individuals is that some fail to read the text on the premisses upon which it was written. Several symptoms of this breach in communication are described, including what seems to be an insensitivity in distinguishing what the text is intended to convey, i.e. its message, from the means which are used to achieve this end, i.e. the text itself. Broadly speaking, there is a strong tendency for some people to drain the text of its messages, resulting in a very restricted sharing of meaning between the text and the learner. In a culture whose scientific and social heritage is so dependent on this particular form of learning, this can be considered a critical problem.

Pub. date: August 1982	Pages: 212	☐ Swedish ☒ English ☐	☒ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The Swedish Council for Research in the Humanities and Social Sciences	295
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PSYCHOMETRICS

Author: Eva Björck-Akesson	Inst.: Department of Education University of Göteborg
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Title: Development of sensation-seeking Scale for preadolescent children

Bibliographic reference: Department of Education, University of Göteborg, 1982:04, issn 0349-2982

Title of project: Inlärningsstrategier och undervisningsmetoder (Strategies of learning and methods of teaching)

Key words: Physiological arousal Factor analysis Sensation-seeking
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Abstract: This report has grown out from an interest in motivational differences in the school-situation, and deals with the development of a sensation-seeking scale for preadolescent children. Sensation-seeking tendency has come to be regarded as a fundamental part of motivation in the last twenty years, and researchers have approached the question of measuring it in different ways, psychologically as well as physiologically. In this study the definition of motivation and sensation-seeking rests upon a psycho-biological theory formulated by Farley (1981), which is presented in detail before introducing the study. A scale developed by Zuckerman has been used. This scale has been analyzed in regard to its applicability with 12-13 year old children, and there- after adapted to Swedish children of this age. Special attention is paid to the dimensionality of sensation-seeking by using different factor-analytical procedures, and then contrasting the resulting factor patterns. The main criterion for a special solution to be choosen has been that of factorial invariance in spite of procedure used in the analysis and across the sexes. An emphasis is also laid on sex differences that emerge in the analysis. The factor patterns for females and males are compared, and the differences between the sexes are discussed. After the examination of the different factor structures a solution with one general factor of sensation-seeking was selected as most valid. This implies that sensation-seeking is regarded as an unidimensional concept.

Pub. date: 1982	Pages: 40	☐ Swedish ☒ English ☐	☐ Final report ☒ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: National Board of Education in Sweden	297
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Author: Gunnar A.V. Borg	Inst.: Department of Psychology University of Stockholm
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Title: A Category Scale With Ratio Properties for Intermodal and Interindividual Comparisons.

Bibliographic reference: Psychophysical Judgment and the Process of Perception. H-G. Geissler & P. Petzold (Eds.), Berlin: VEB Deutscher Verlag der Wissenschaften, 1982, 25-34.
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Title of project: Psykologiska studier av fysisk ansträngning/ Psychological studies of physical work and effort

Key words: Psychophysics, Ratio scaling, Individual differences, Intermodal comparisons.
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Abstract: Studies in ratio scaling and category scaling are presented together with a "range theory" for interindividual and intermodal comparisons. A new rating scale is proposed which is constructed as a kind of category scale with ratio properties permitting most kinds of interprocess comparisons. The rationale underlying the construction of the new scale is based on several considerations, including Stevens' ratio scaling techniques, the "range theory", some studies in quantitative semantics and some psychophysiological studies. The scale has been validated in experiments on taste perception and perception of exertion and very satisfactory results have been obtained, both for general and for differential purposes.

Pub. date: 1982	Pages: 10	☐ Swedish ☒ English ☐	☒ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The Swedish Council for Research in Humanities and Social Sciences (F 407/81)
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SOCIOLOGY OF EDUCATION

Author: Andersson, Bengt-Erik	Inst.: Dept. of Educational Research Stockholm Institute of Education Box 34103, S-100 26 Stockholm
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Title: Generación efter generation. Om tonårskultur, ungdomsrevolt och generations- motsättningar. /Generation after generation. On teenage culture, youth revolt and generation gap/
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Bibliographic reference: Malmö: LikerFörlag, 1982. ISBN 91-40-54483-4
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Title of project: Stug-projektet (Studier av generationsmotsättningar) /The Stug-project (Studies of the generation gap)/
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Key words: Teenages, adolescents, teenage culture, generation gap, youth revolt, adult role, perceptions, perception gap.
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Abstract: A Swedish research project is presented in which a group of adolescents, 14 years old, have been followed up into their twenties. Out of the original group of about 4500 adolescents somewhat less than 75%, when they were 20, answered a questionnaire, distributed by mail. A subsample were interviewed at 21, together with their mothers, and another sample answered a new questionnaire at 23. The group has experienced several new school reforms. The youngsters were young at a time when the concept of teenage culture was a topical question. During their late adolescence they also experienced various youth groups and the youth unrest in the late 60's and early 70's. The book presents data about the teenagers - their school adjustment and relation to peers and parents. The concept of teenage culture is discussed. A major part of the book studies how the young people grow into the adult role. Special chapters are devoted to the youth revolt and to the concept of generation gap.

Pub. date: Summer 1982	Pages: 236	☒ Swedish ☐ English ☐	☒ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:
The Bank of Sweden Tercentenary Foundation

Author: Bengt-Erik Andersson Karin Sandqvist	Inst.: Dept. of Educational Research Stockholm Institute of Education Box 34103, s-100 26 Stockholm
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Title: Family support and development. A presentation of a Swedish longitudinal research project of families with small children

Bibliographic reference: Reports on Education and Psychology, No. 2, 1982 Stockholm Institute of Education, Department of Educational Research ISSN 0349-2443 ISBN 91-7656-047-3

Title of project: Familjestöd och utveckling (FAST) /family support and development/
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Key words: Child development, ecology of human development, theory, family support, support systems, family structure, living conditions, day care
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Abstract: "Familjestöd och Utveckling" (Family Support and Development or The FAST-project) is the title of a Swedish longitudinal research project in which families and children from age 3 are followed during a five-year-period. The study concentrates on the development of formal and informal support systems and their relationship to the development of the children. The project is associated with a larger research effort called the International Group for Comparative Human Ecology. Five countries participate: Germany, Israel, Sweden, the United States and Wales. In this report the Swedish study is presented as well as the theoretical frame of reference behind the project. The design and research methods are described as well as the selection of neighborhood areas and families. Finally the living conditions of the families are presented and compared to available statistics about Swedish families. The families were selected from eight different neighborhoods, (four in Stockholm and four in Gothenburg - the two largest cities in Sweden) which were particularly suitable for the study, partly because they had a high number of single parent families. The families were randomly selected among those with a three-year-old child. Single parent families were oversampled, resulting in a final sample of 129 families, of which 45 were single parent families. In general, the sample is quite representative for Swedish suburban families living in apartments. Several data about the families' socio-economic situation are given.

Pub. date: 1982	Pages: 55	☐ Swedish ☒ English ☐	☐ Final report ☒ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The National Board of Education, The Bank of Sweden Tercentenary Foundation, The Delegation for Social Research

Author:	Inst.:
Atterström, Hans	Department of Behavioral Sciences University College of Jönköping

Title:
Difficulties in Communication in Oral Contexts - a Review of Litterature
Kommunikationssvårigheter i muntliga sammanhang

Bibliographic reference:
Pedagogiska rapporter nr 5, Högskolan i Jönköping, Institutionen för beteendevetenskap 1983 ISSN 0280-8935 ISBN 99-0367785-5

Title of project:

Key words:
Communication apprehension, speech anxiety, reticence, classroom communication, verbal interaction

Abstract:
The review gives a presentation of research and development in the field of difficulties in communication in oral contexts. The investigation deals with problems which arise, when for various reasons individuals - children as well as adults - more or less systematically withdraw or are ignored in different communicative situations. The following problems have been studied: What are the concepts and theoretical viewpoints in research and practice? What is said about the frequency of oral communication problems? What are the causes of these difficulties in communication? What are the consequences of silence or reticence? What measures have been found to prevent and treat these difficulties? The information has been collected mainly through retrospective, manual search in the data system of ERIC (Educational Resources Information Center) and PA (Psychological Abstracts). Two kinds of problems have been found to be of special interest for continued research: 1) What are the best ways and methods of identifying this type of communication problems? 2) How can methods to stimulate oral communication skill and performance in different group contexts be developed?

Pub. date:	Pages:	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
1983	51	☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
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Research supported by:

Author:

Balke-Aurell, Gudrun & Torsten Lindblad

Inst.:Dep't of Educational Research
University of Gothenburg**Title:**Immigrant Children and Their Languages. Final Report from the project
Immigrant Students and Their Study of English**Bibliographic reference:**Dep't of Educational Research, University of Gothenburg, Mölndal, 1983.
Research Bulletin No. 24. ISSN 0348-2200**Title of project:**

Invandrareleverna och engelskan, IN-ENG (Immigrant Students and Their Study of English) - The GUME/Tests Project Group

Key words:

Immigrants, foreign language, English, proficiency test; comprehensive school, ESL

Abstract:

The main aim of the investigation is to study the command of English (as a third language) of immigrant children in Sweden. Information was collected in spring 1981 from students in grade 8 and consists of: standardized test results, sex, grades in English and Swedish, parental educational background, language used in the home, and self-assessment of command of Swedish and the home language (as compared to Swedish). There are results for almost 3,000 pupils, approx. one third of all "home-language students" in the country. - Test results and grades in English are, almost without exception, on a par with those of the student population as a whole; among students in the more advanced study-course the bilingual students tend to show somewhat higher results. Among the HL students there is a greater incidence of parents without a secondary education. When the students are divided up according to parental education, the higher results of the special-course bilingual students appear more clearly. Students with academically trained parents tend to get higher grades than those whose parents have an elementary education only, test results being the same. Finnish-speaking students - almost half of the HL student group - have somewhat lower test results than the others. When Finnish (and English) students are excluded, the HL students show higher results than the monolingual Swedish children. Immigrant students who always use Swedish at home ("passive home language") have higher test results than those who use the mother tongue ("active home language"). Approx. 2/3 of the HL students consider themselves to have poorer proficiency in the home language than in Swedish.

Pub. date:

Jan. 1983

Pages:

172

☐ Swedish☒ English☐☒ Final report☐ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☒ Project report.....**Research supported by:**

The National Board of Education

Author:

Jan-Eric Gustafsson
Allan Svensson

Inst.:

Department of Education
University of Göteborg

Title:

Family size, social class, intelligence and achievement:
A study of interactions

Bibliographic reference:

Department of Education, University of Göteborg, 1982:05, issn 0349-2982

Title of project:**Key words:**

Intelligence Academic Achievement Family background Siblings

Abstract:

This paper investigates interactions between family size and social class with respect to intellectual achievement. One purpose of the paper is to study the limits to the applicability of the "Confluence model" proposed by Zajonc and Markus; another purpose is to investigate methods for studying interactions between variables. The data consists of a longitudinal sample of 8288 subjects, which at the age of 13 was given a testbattery, standardized achievement tests, and interest inventories. Information also was gathered about social background and number of siblings. For investigating interactions between social class and sibsize three different analytical models are tried: two multiple regression (MR) models and analysis of variance (ANOVA).

The substantive results indicate, among other things, that for most of the outcome variables there is an interaction between social class and number of siblings, such that within lower social classes sibsize is more strongly negatively correlated with outcome variables than in higher social classes. The confluence models predicts such a negative relationship between sibsize and intellectual outcomes, but it does not allow for relationships of different strength within different social classes. As an explanation of the lower explanatory power of the confluence model in higher social classes it is suggested that other socializing agencies than the family are more important in higher social classes than in lower social classes.

Pub. date: 1982	Pages: 27	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☒ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

Author: Carl-Gunnar Janson	Inst.: Department of Sociology University of Stockholm
Title: Delinquency among Metropolitan Boys	
Bibliographic reference: Department of Sociology Stockholm 1982 Project Metropolitan Research Report No 17 ISBN 91-7540-022-7 Jürgen Reklam AB Stockholm	
Title of project: Project Metropolitan	
Key words: Social class Juvenile delinquency Component of variance Multiple regression	

Abstract:

Project Metropolitan is a longitudinal study of a cohort of 15,117 Stockholm boys and girls. The report explores data on the 7,719 boys of the cohort. First self-reported and officially recorded school behavior are related to each other, to social class, and to criminal behavior recorded by the police. Then, in the main part of the study, the dependent variables are criminal behavior recorded by the police for various age periods. They are related to social position and composition of the families of orientation and to various individual characteristics, both background and behavioral variables referring to earlier periods than the crime variables. The rates of boys known by the police for criminal acts vary considerably between categories, and both pronounced low-risk categories and high-risk categories can be found. However, these categories tend to be small, so that the majority of boys belong to categories with crime rates not far from the average. Hence, the proportion of variance of criminal behavior accounted for by the background and individual variables introduced generally is rather small, in most analyses below 15 per cent. The percentage reproduced of the criminal variance can be increased in several ways but it is conjectured that drastic increases are not likely. If so, the fairly loose relation of juvenile delinquency to the kind of sociological and sociopsychological variables of early childhood used here is a sociologically important quality of juvenile delinquency.

Pub. date: 1982	Pages: 40	☐ Swedish ☒ English ☐	☐ Final report ☒ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The Bank of Sweden Tercentenary Foundation

Author:

Jönsson, A. & Tvingstedt, A.-L.

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title:

Barn och TV: En studie av barns och mödrars TV-användning.
/Children and television: A study of television habits among children and
their mothers./

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Pedagogisk-psykologiska problem, Nr 407
ISSN 0346-5004

Title of project:

Children and television

Key words:

Children aged 6-12 years, mothers, TV-attitudes, TV-consumption, TV-habits,
TV-preferences, TV-reactions, TV-situation.

Abstract:

This study gives an account of how children and their mothers use TV with regard to different background factors and to the mothers' attitudes towards TV. The relation between the use of TV among mothers and children is presented, as well as the social TV-situation at home and the children's reactions to what they see on TV. /In Swedish./

Pub. date:

September
1982

Pages:

57

☒ Swedish☐ English☐☐ Final
report☐ Progress
report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

The Swedish Save the Children Fund

Author: Peter L Martens	Inst.: Department of Sociology University of Stockholm
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Title: Socioeconomic Status, Family Structure and Socialization of Early Adolescent Children

Bibliographic reference: Department of Sociology
Stockholm 1982
Project Metropolitan Research Report no 16
ISBN 91-7146-139-6

Title of project: Project Metropolitan

Key words: Social class, education of parents, family structure, socialization, child-rearing, achievement training, marital adjustment, parental attitudes, Multiple Classification Analysis, factor analysis, early adolescents

Abstract:

This report aims at gaining an insight into the effects of socioeconomic status (SES) and family structure (FS) on the socialization of early adolescent children. The socialization process is operationalized in terms of parents' attitudes and behavior towards the child.

The Family Study of Project Metropolitan, in which about 4,000 mothers of 14- and 15-year-olds were interviewed, provided the data. The nineteen measurements of socialization are based on attitudes and reported intrafamilial behavior in four areas: relations within the family, ideology of child-rearing, rules practiced in child-rearing, and school-achievement training in the home.

Multiple Classification Analysis is applied to estimate the effects of SES and FS variables. These variables together do not account for more than seventeen per cent of the variance in any socialization variable. Low reliability of the socialization measurements was seen as the main reason for the weak correlations. Correction for attenuation gave the basis for the conclusions that high SES goes together with 1) high educational aspirations for the child, 2) low stress on parental power, and 3) permissiveness as to child's use of alcohol. Except for some child-rearing rules SES variables had higher explanatory power than FS variables. In those cases where FS variables had some influence, family size and mother's age were most important.

Even the highest relationships revealed tremendous variation of the socialization pattern within a SES category, and categories strongly overlapped. It is asserted that social classes differ less in child-rearing strategies than is usually pointed out in the Swedish socialization debate. Class differences also vary from one socialization area to another, differences being most accentuated for educational aspirations and least for general family interaction patterns (harmony, power structure, familism, etc.).

The relevance of the data for making general statements about the daily parent-child interaction was discussed. Alternative approaches for studying and measuring the process of socialization were given attention.

Pub. date: 1982	Pages: 205	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☒ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
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Research supported by: The Bank of Sweden Percentenary Foundation

Author:
Christina Bratt Paulston

Inst.:
National Swedish Board of
Education

Title:

Swedish Research and Debate about Bilingualism.
A critical review of the Swedish research and debate about bilingualism and bilingual education in Sweden from an international perspective.

Bibliographic reference:

Stockholm: Skolöverstyrelsen 1983
ISBN 91-7662-019-0

Title of project:**Key words:**

Bilingualism, intercultural education, immigrant, mother tongue

Abstract:

Monolingualism or bilingualism in the education of immigrants is a subject which is under intensive discussion in Sweden as elsewhere. Researchers have often given contradictory opinions on the matter - a confusing situation for the various people involved.

The purpose of this report is to examine the Swedish research and debate from an international perspective, in order to obtain a more balanced view of the many factors related to, and opinions on, the subject.

The report deals basically with Swedish research studies, monographs, journal articles, student essays and research reports on bilingual education.

Swedish research and debate are in the report discussed from different theoretical viewpoints and distinctions are made between questions of language cultivation and language policy.

Pub. date: 1983-02-01	Pages: 77	☐ Swedish	☒ Final report	☐ Diss. (Akad. avh.)
		☒ English	☐ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:
National (Swedish) Board of Education

Author:

Birgitta Qvarsell

Inst.:Department of Education
University of Stockholm**Title:**Om masskulturen i barns liv och
utvecklingNotes on Mass Cultural Impact on
Children's Lives and Development**Bibliographic reference:**Department of Education, University of Stockholm
Research Group for Developmental Psychology, report no 10
1982**Title of project:**

Barn och masskultur

Children and Mass Culture

Key words:

Childhood culture, Mass culture, Developmental task

Abstract:

The problem of the way children 7 - 13 years old apprehend different aspects of mass culture is discussed and embodied in a frame of reference based on previous research. Some theoretical concepts, foremost "developmental task" and "competence drive" are discussed and used to form this frame of reference as a base for further empirical studies.

Pub. date:

Nov 1982

Pages:

36

☒ Swedish☐ English☐☒ Final
report☒ Progress
report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**University of Stockholm, Department of Education and Centre for the Study of
Childhood Culture

Author:

Allan Svensson

Inst.:Department of Education
University of Göteborg**Title:**

Rekrytering till gymnasial utbildning

(Socionomic aspects of the selection process in upper secondary education.
A comparison of four age cohorts).**Bibliographic reference:**

Department of Education, University of Göteborg, 1983:03

ISSN 0349-2974

Title of project:Studiehjälp och vuxenstudiestöd - utnyttjande och effekter
Student Aid and Secondary Education**Key words:**

Student aid - financial aid - class bias

Abstract:

The aim of the investigation is to study the selection process in upper secondary education, how this process is related to social background and what changes have taken place since the mid - 1960's when financial aid was introduced by the Government.

The groups included in the investigation consist of four national representative samples of students born in 1948, 1953, 1958 and 1963. The number of the students in each age sample is about 10 000.

It is shown that social equality of participation in 3- and 4-year upper secondary education increased between the 1948 and 1953 cohorts, but this trend toward social equalization was broken between the 1953 and 1958 cohorts. To make it easier for children from lower socialgroups to get a higher education it is suggested that the financial aid should be improved in such a way that it will favour children from lower groups.

Pub. date:

1983

Pages:

29

☒ Swedish☐ English☐☐ Final report☒ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

National Board of Education, Stockholm, Sweden

Author:	Inst.:
Bosse Talerud	Department of Education University of Stockholm S - 106 91 Stockholm

Title:
Ungdomars kulturkritik
Youth Subcultures and Social Criticism in Sweden

Bibliographic reference:
Tankestreck No 8
UMIL- group
Research group for developmental and environmental problems

Title of project:
Pedagogik och kulturkritik
Education and Cultural Criticism

Key words: Youth subculture, counter-culture, sociology of youth subcultures, informal education, cultural education, critical education, political socialization, social education, participatory research, social criticism
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Abstract:
On the basis of a literature survey, the report describes the development of different youth subcultures in Sweden since 1945. It analyses trends, within these subcultures, critical to the Swedish society and its industrial culture. Special focus is given to the rock-music tradition being an expression of these trends and a form of counter-culture schooling. The report ends with an analysis of the possibilities of cultural reconstruction among youth subcultures in the 1980's. It concludes that critique of our present industrial culture has a broad social base among present youth subcultures and that this critique sometimes is given powerful expression through the rock-music tradition. But the possibilities of these subcultures to contribute to the cultural renewal of industrialized society are seldom utilized by traditional social movements. On the contrary, critical expressions from youth subcultures are often looked upon more as a threat to common order than as a promise of future cultural development.

Pub. date:	Pages:	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
May 1982	37	☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:
Workers' institute of Stockholm

SPECIAL EDUCATION

Author:

Gran, B., Kristiansen, R. & Magne, O. (Eds)

Inst.: Department of Educational
and Psychological Research
Lund University
Box 23501, 200 45 Malmö

Title:

Exchange of information in special education:
Proceedings of the EASE seminar, Oslo 12th - 15th January 1982.

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Educational and Psychological Interactions, No 80

Title of project:**Key words:**

Disability, documentation, eudised, information service, rehabilitation,
research, special education, teaching aids, technical equipment.

Abstract: National and international documentation in special education still is less efficient than documentation in other domains inside and outside education. The European Association for Special Education decided at its 15th General Assembly in 1978, Holstebro, Denmark, to promote international exchange of information in the field of special education. Following initiatives of EASE, several European governments proposed to the Council of Europe to extend the EUDISEDthesaurus to cover special education terminology. The Council of Europe decided to investigate the basis for such an extension and invited a group of experts in order to prepare new thesaurus descriptors. The invited experts mainly represented members of EASE. This group has met in Strasbourg 3-4 December 1981 and 7-8 October 1982. In cooperation with EASE the Norwegian member association Norsk Spesiallaereriag arranged a seminar in Oslo 12-15 January 1982 on the theme "Exchange of information in special education". Most papers of the seminar are presented in this report. Mainly, the report displays the already known fact that in the field of special education information and documentation service is underdeveloped in European countries. The participants found the situation embarrassingly unsatisfactory in many countries. The initiatives of the Council of Europe are promising and, thus, highly commended. However, the seminar found it necessary that the European governments involved themselves more actively. As a result of the discussions the seminar proposed recommendations concerning exchange of information in the field of special education. The seminar, as well as this report, is dedicated to the International Year of Disabled Persons 1981.

Pub. date: 1982	Pages:	☐ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☒ English	☐ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

Author:

Magne, Olof

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title:

Equalisation or personalisation
A predicament for special education

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Reprints and miniprints, No. 443
ISSN 0349-1188

Title of project:

Key words: Disability, equalisation, handicap, individualisation, integration, personalisation, personality development, principles of education, right to education, special education.

Abstract:

This is a paper which was presented to the Fifth International School Psychology Colloquium in Stockholm, Sweden, 1 to 6 August 1982.

Consistent with contemporary perspectives, the author suggests that personality development rather than specific skills routines should be the foundation for educating children with special educational needs. The problem for these children can be solved because people can be changed through education. The discussion at the Unesco World Conference in Torremolinos, Spain, in November 1981, was based on the assumption that each individual learner is important as a person. This conference presented the principle of personalisation: We should try to increase the child's opportunities of personal development. The essence of individualised care and instruction is respect for the individual. Like all other human beings handicapped children have individual needs. But here is nothing so unequal as the equal education of unequals.

This theoretical background causes the author to specify seven cardinal principles for remediation.

Pub. date:

November
1982

Pages:

23

☐ Swedish☒ English☐☐ Final
report☐ Progress
report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

TEACHER EDUCATION

Author:

Bjerstedt, A., Fritzell, C. & Wikén, P.

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title: Mål, verklighet och framtidsberedskap inom sju lärarutbildningssektorer ur administratörs-, lärar- och studerandeperspektiv: En intervjudokumentation. /Goals, realities and preparedness for the future within seven sectors of teacher training from the perspectives of administrators, teachers and students: A collection of interviews./

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1983
Pedagogisk-psykologiska problem, Nr 418

Title of project:**Key words:**

Aims of education, evaluation, interviews, preparedness for the future, teacher training.

Abstract:

This is the first report from a project studying various aspects of teacher training. The main questions are: How is the training perceived by those involved as administrators, teachers or students? What routes to improvement are indicated? Representatives from seven sectors of teacher training have been interviewed, and this report presents an extensive interview documentation. /In Swedish./

Pub. date: 1983	Pages: 	☒ Swedish ☐ English ☐	☐ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:

Author: Charles Gumo and Ulla Kann	Inst.: Institute of International Education University of Stockholm
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Title:

A review of the development of the Kenya Science Teachers College

Bibliographic reference:

Institute of International Education
Stockholm, October 1982
Report Series No. 61
ISSN 0348-8381

Title of project:

The development of the Kenya Science Teachers College

Key words:

Teacher training, science, Kenya

Abstract:

The aim of the study is primarily to give a summary of the development of the Kenya Science Teachers College in Nairobi. The study is not an evaluation of the project.

The report is divided into five sections. After the introduction follows a section on background covering education in Kenya at the time of Independence, the Swedish policy regarding development cooperation within the field of education in the beginning of the 1960s and some information on how the project was initiated and the formal request from Kenya. The agreement and the role of the University of Uppsala is also dealt with in the second section. The third section contains the main part, i.e. the implementation phase of the project. The physical aspects, administration, finances as well as the educational side of the project, staffing and students are all described here. Two major evaluation studies related to KSTC are described in the fourth section. The fifth and final section is titled Lessons Learnt and contains comments by various persons who in some way have been involved in the planning or implementation of KSTC.

Pub. date: October 1982	Pages: 39	☐ Swedish ☒ English ☐	☒ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:

SIDA

Author:

Matti Kenttå

Inst.:

Department of Education
University of Lund, Box 7009
S-220 07 LUND

Title:

Utbildning av tvåspråkiga lärare för hemspråksundervisning av invandrarbarn. Utexaminerade lärares synpunkter ett år efter avslutad utbildning.
Training of bilingual teachers for teaching of immigrant children in their home-language. Graduate teachers' views a year after finished training.

Bibliographic reference:

Pedagogiska Institutionen, Lunds universitet, Box 7009, S-220 07 LUND
Pedagogiska rapporter, nr 26, Lund 1982, 46 s.
ISSN 0348-369X

Title of project:

Bilingual teacher training

Key words:

Teacher training, home language, teacher training, bilingual education, compulsory school.

Abstract:

The report is treating the results of a questionnaire filled in by bilingual students taking part in the training of school teachers and teachers in the home language. The questionnaire was sent out during the spring of 1980, i.e. about a year after the end of the training. The report includes background data and answers on working conditions, psycho-social factors and experienced ability to use both Swedish and the home language. An important area of interest in relation to the training of school teachers is the balance between Finnish and Swedish as a part of the training and the subsequent dual competence, i.e. the ability to teach both in Swedish and Finnish speaking classes. The majority of the Finnish teachers are in the opinion that they have accomplished a better competence in teaching different subjects in Swedish than in Finnish. In spite of this, practically all have applied for jobs as teachers in Finnish classes or as Finnish home language teachers. Therefore, several teachers would like Finnish to be used much more in the training programme. Having in mind the dual competence, several trainers are of the opinion that the ability to speak Swedish is insufficient among many future teachers. Those who have completed the home language teachers' training believe that more teaching within a variety of subjects should have been included. This would result in an extension of the total time of training. Many of the home language teachers have been appointed school teachers, a work for which they have not had any specific training.

Pub. date:

1982

Pages:

46

☒ Swedish☐ English☐☐ Final report☒ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐**Research supported by:**

The Swedish National Board of Universities and Colleges

Author:

Agneta Linné

Inst.: Stockholm Institute of Education,
Department of Educational Research,
P.O. Box 34 103,
S-100 26 Stockholm

Title:

Arbetslivserfarenhet och klasslärarutbildning. En fallbeskrivning.
Work Experience and Education of Primary School Teachers. A Case Study.

Bibliographic reference:

Stockholm Institute of Education, Department of Educational Research
Stockholm 1982
Rapport 17/1982
Research Report from the Research Group for Curriculum Theory and Cultural
Reproduction No 19. ISSN 0348-4335 ISBN 91-7656-051-1

Title of project:

Arbetslivserfarenhet som resurs i högskolan
Work Experience as a Resource in Higher Education

Key words:

Higher education, teacher education, recruitment, work experience

Abstract: Included in the programme that studied the implementation of the Swedish 1977 reform of higher education was a project that investigated various aspects of the concept "work experience" with respect to higher education. This report describes a case study concerning "work experience" in one particular area of higher education. The purpose of the case study was to outline a background as to how the field of work and work experience has been treated in the curricula guiding teacher education and the compulsory school, and as to the justifications of recent proposals to make work experience a necessary qualification for students of education; and to illustrate possible implications of prior work experience for the individual student and for the educational institution. A description of social selection and recruitment to the teaching profession is given, using historical data and social statistics. Other data are various curriculum documents and comprehensive interviews with a number of students who have nearly completed their studies at a college of education and who have experience from various areas of working life. The study recalls the strategies used by the students in the clarification process in which their decision to enter higher education was made. It also reflects upon the encounter between students with various work experience and teacher education - a pedagogical institution characterized by heterogeneity as to didactic traditions and comparatively tight organizational frames. The study explores the interaction between students' aggregated prior life and work experience and the historically emanated traditions and institutional characteristics of a certain programme of higher education.

Pub. date:

December
1982

Pages:

186

☒ Swedish

☐ English

☐

☐ Final report

☒ Progress report

☐

☐ Diss. (Akad. avh.)

☐ Master's thesis
(Psykologex.arbete)

☐

Research supported by:

The National Swedish Board of Universities and Colleges

**TEACHING AIDS AND
TEACHING METHODS**

Author:

Ahlgren, I, Hardardottir, M, Lindblad, S
& Nordström, S

Inst.:

Department of Education
University of Uppsala

Title:

Stöd och stimulans till lokalt pedagogiskt utvecklingsarbete? En utvärdering av fem länsskolnämnders försöksverksamhet med stöd och stimulans till lokalt utvecklingsarbete under åren 1978/79 - 1981/82.

(Supporting and stimulating decentralized innovative work in schools? An evaluation of a trial run by five county boards of education.)

Bibliographic reference:

Pedagogisk forskning i Uppsala no 33, Augusti 1982. ISBN 91 - 85 250 - 68 - 6

Title of project:

Analys av lärarledd försöksverksamhet. (Analysis of teacher-directed experiments)

Key words:

Innovation, Teacher, Teacher-directed experiments, school organization

Abstract:

Five selected county boards of education have had a trial run on how to stimulate and support school centred innovations. The initiative of this trial run came from the government and have been financed by resources from the National Board of education.

The evaluation has been based on empirical studies among those related to the trial run: The national board of education, the local school boards, and teachers participating in the innovative work.

The trial run had been performed in accordance with the directives given. A great amount of innovative projects has been stimulated and initiated by the trial run. However, the county boards have had very little opportunity to support the innovative work, but giving some economic resources. Furthermore, experiences from the innovative work has to a very little extent been transferred to other projects or to the national board of education. The trial run has been a positive experience for most parts involved. However, the overall conclusion must be that the trial run has stimulated to innovative work in schools, but not been able to support this work.

Pub. date:

August 1982

Pages:

153

☒ Swedish

☐ English

☐

☐ Final report

☒ Progress report

☐

☐ Diss. (Akad. avh.)

☐ Master's thesis (Psykologex.arbete)

☐

Research supported by:

The national board of education.

Author:

Angel, Birgitta

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Lund

Title: Samspel i MAFF (Mångsidigt Användbara Förskolor och Fritidshem): En observationsundersökning i åldersintegrerade barngrupper.
/Interaction patterns in MAFF (Multipurpose day-care centre facilities for children): an observational study of mixed agegroups./

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Pedagogiks-psykologiska problem, Nr 413
ISSN 0346-5004

Title of project:

Mångsidigt användbara förskolor och fritidshem.
/Multipurpose day-care centre facilities for children./

Key words: Body contact, conflicts, cooperational play, free play, interaction patterns, method of observation, mixed agegroups, organized activity.

Abstract:

The MAFF-project pursues research with mixed agegroups 7 months - 12 years, no traditional sections, as many decisions as possible regarding room-planning, work plan and purchase shall the staff undertake, enlarged parental co-operation, united action with people in the neighbourhood, close contact with and utilization of the surroundings and a flexible wall-system within the institutions. In this report is presented a longitudinal observation study of the interaction patterns between children and personal. /In Swedish./

Pub. date:

December
1982

Pages:

238

☒ Swedish☐ English☐☐ Final report☐ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐**Research supported by:**

National Board of Health and Welfare

Author:

Noella Bickham

Inst.:

Department of Education
University of Stockholm
S-106 91 Stockholm

Title:

Kan åttaåringar planera? En observationsstudie av en årskurs två.

Can Eight-Year-Olders Participate in Planning? An Observational Study
of a Second Grade Class.

Bibliographic reference:

UMIL Report No. 16

Research group for developmental and environmental problems (UMIL-group)

Title of project:

Alternative teaching methods at the primary school level.

Key words: Innovative teaching, primary school teaching, pupil participation
in planning, teacher roles, social training

Abstract:

The report is one of a series presenting the results from an interview and observational study concerning alternative teaching methods in the Swedish primary school system. How a second grade teacher organises the pupils' work in the classroom, including their participation in the planning of their school work, is described and discussed. The teacher's aims are related to practical outcomes in the classroom. These aims, as expressed in the interview, concern the development of the pupils' skills in the subjects Swedish and mathematics, as well as their personality development and social training.

Pub. date:	Pages:	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
April 1982	44	☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:
The National (Swedish) Board of Education

Author:

Koskenniemi, M. & Komulainen, E.

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title:

Learning material and the instructional process.

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Didakometry, No. 66
ISSN 0046-0230

Title of project:**Key words:**

Classroom, intercourse, DPA Helsinki System, instructional process,
learning material, prints, pupil activity, social contacts.

Abstract:

The function of printed learning material in classroom intercourse was investigated by using videotapes of 4th grade lessons, and by analyzing the prints in use. Among criteria of the prints two were selected as foci: the challenge to give a range of freedom to the pupils' own ideas and opinions and the challenge to give access to social contacts. The examined prints were practically void in these respects and the teachers, in turn, mostly unwilling or incapable of raising the challenge level. Compared with lessons without any use of prints, lesson subperiods during which prints were used as well as subperiods during which prints were not used were found to be much more teacher-centered and one-sided as to activity forms. The prints direct the instructional process rather strongly towards the recitation syndrome and restrict the pupils' access to social contacts as well as the freedom to express opinions of their own.

Pub. date:

June
1982

Pages:

42

☐ Swedish☒ English☐☐ Final
report☐ Progress
report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

Author:

Staffan Larsson

Inst.:Department of Education
University of Göteborg**Title:**

Studier i lärares omvärldsuppfattning: Ett försök till integration.

Studies in teachers' conceptions of their professional world: An attempt of integration

Bibliographic reference:

Pedagogiska institutionen, Göteborgs universitet 1982:15, issn 0349-2974

Title of project: Deltagarnas kunskap och erfarenhet som en resurs i vuxen-utbildningen.

Students knowledge and experience as a resource in adult education.

Key words:

Adult education, Secondary level, Phenomenology, Teacher attitudes, Experiential learning, Qualitative methods.

Abstract:

This work aims at an empirically founded description of modes of conceptualizing different phenomena in adult education like cognitive interest, view of knowledge, conceptions of teaching skill. In five reports those conceptions are presented - this report is a summing up and an attempt to integrate the different sets of conceptions. The variation of conceptions of each aspect of the teachers' reality are presented. The descriptions are considered as results per se, but the categories are also discussed in relation to a common theme. This common theme is the possibility to combine the different conceptions with the idea that the students' knowledge and experience could be used as a resource in the teaching process. This integration results in three different combinations of conceptions, of which two are qualitatively different in the mode that the students' knowledge and experiences can be used. The first combination consists of the conceptions that could be combined with the thought that the students' conceptions of reality could be used in the teaching process. The second combination consists of the conceptions that can be combined with the thought that the students' memories of reality could be used in the teaching process. The third combination consists of those conceptions that cannot be combined with the thought that the students' knowledge and experiences could be given an important role in the teaching process.

The report is finally pointing at the possibility of integrating conceptions into combinations or conceptions of a second order with reference to Piaget and the criticism of him.

Publ. date:December
1982**Pages:**

40

☒ Swedish☐ English☐☒ Final
report☐ Progress
report☐☒ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

The National Board of Education

Author:

Staffan Larsson

Inst.:Department of Education
University of Göteborg**Title:**

Studier i lärares omvärldsuppfattning: Intentioner och restriktioner i undervisningen.

Studies in teachers' conceptions of their professional world: Intentions and restrictions in the instructional process.

Bibliographic reference:

Pedagogiska institutionen Göteborgs universitet, 1982:07, issn 0349-2974

Title of project: Deltagarnas kunskap och erfarenhet som en resurs i vuxen-utbildningen.

Students knowledge and experience as a resource in adult education.

Key words:

Adult education, Secondary level, Instructional process, Communication theory, Qualitative methods, Restrictions

Abstract:

The report presents the findings from an inquiry into teachers' conceptions of teaching. The study focuses on the teachers' descriptions of their conceptions of the meaning of teaching and their reasoning about the possibility to act according to their views on teaching. The inquiry results in the finding that the students' conceptions of teaching are perceived as a dominant restriction on the teachers' actions. In an analysis of the teachers' descriptions of that restriction, we found that many teachers regard this as a question of control over the educational process. This can be described as a game about who is going to control the rules for the communication process in the classroom. This game about control forms different configurations in the relations between the students and the teachers. These configurations were described and interpreted as three qualitatively different kinds of relations. Two of these relations have the character of being paradoxical from the control point of view.

Pub. date: May 1982	Pages: 38	☒ Swedish ☐ English ☐	☒ Final report ☐ Progress report ☐	☒ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:

The National Board of Education

Author: Staffan Larsson	Inst.: Department of Education University of Göteborg
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Title: Studier i lärares omvärldsuppfattning: Kunskapsintresse och kunskapssyn i läroämnena. Studies in teachers' conceptions of their professional world: Cognitive interest and view of knowledge in subjects taught.
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Bibliographic reference: Pedagogiska institutionen, Göteborgs universitet 1982:14, issn 0349-2974

Title of project: Deltagarnas kunskap och erfarenhet som en resurs i vuxenutbildningen. Students knowledge and experience as a resource in adult education.

Key words: Adult education, Secondary level, Phenomenology, Teachers attitudes, Qualitative methods.
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Abstract: The work is aiming at describing the different ways teachers in adult education conceptualize the subject they are teaching. Two aspects of the subjects are treated: which cognitive interest the subjects serve and the "essence" of the knowledge in the subjects. The analysis is based on intensive interviews with 29 teachers teaching in 5 different subjects. The analysis is a qualitative one aiming at the description of the variation in qualitatively different conceptions of each phenomena. Four fundamentally different conceptions of cognitive interest and five of knowledge are found and described as a result of the analysis.
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Pub. date: December 1982	Pages: 34	☒ Swedish ☐ English ☐	☒ Final report ☐ Progress report ☐	☒ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The National Board of Education	327
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Author:

Sverker Lindblad

Inst.:Department of education
University of Uppsala**Title:**

Pedagogiska utvecklingsblock.
Studier i en form av lokalt pedagogiskt utvecklingsarbete.
(Local educational development centres.
Studies in a form of decentralized innovative work in education.)

Bibliographic reference:

Pedagogisk forskning i Uppsala no 31, juni 1982. ISBN 91 - 85 250 - 66 - x

Title of project:

Utvärdering av pedagogiska utvecklingsblock
(Evaluation of local educational development centres)

Key words:

Innovations, Decentralization, Reproduction

Abstract:

The local development centres (LDC) are early forms of organized school-centred innovative work - financed on equal basis by the state and the communities where the states are situated. During the years 1964 - 1980 21 communities in Sweden had had a LDC - each lasting five years.

The studies are directed to describe how the LDCs have been working and what effects they have had. Various research methodologies have been used in order to describe different aspects and functions of the LDCs.

From the studies it is concluded that the LDCs do not have met up to the expectations stated. These expectations were: to give a fruitful cooperation between theory and practice in education, to be followed by a continuous innovative work in communities which had had a LDC, to produce a climate of positive attitudes towards changes in education, and so on. On the other hand, the studies showed that the LDCs had other functions in the educational system: to increase interactions between different levels in the school system, to serve as a breath hole for parts of the school staff, and to strengthen the positions of the local school establishment. The fulfilment of such functions has made it possible for the LDCs to survive and to get increased economical support.

Pub. date:

June 1982

Pages:

406

☒ Swedish☐ English☐☒ Final report☐ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis
(Psykologex.arbete)☐**Research supported by:**

The National Board of Education

Author:

Lindholm, L.-P. & Ekstrand, G.

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title:

Människan och framtiden: Några erfarenheter av ett studiematerial.
/Man and the future: Trying out a study material./

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Pedagogiks-psykologiska problem, Nr 398
ISSN 0346-5004

Title of project:

Preparedness for the Future as an Educational Goal

Key words:

Conceptions of the future, future studies, preparedness for the future, study material, teaching aid, teaching method, upper secondary school, values.

Abstract:

This report describes the experiences of three classes in the Swedish upper secondary school who have used a study material called "Man and the future". In the beginning of the report the study material is shortly described. The following descriptions and evaluations of the classroom processes are based on questionnaires, interviews and notes from teachers and students. The results are discussed and comments and recommendations are given for the use of the material. The report can also - in a more general sense - be regarded as a source of inspiration for classes who want to study future-oriented issues.

Pub. date: April 1982	Pages: 99	☒ Swedish ☐ English ☐	☐ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:

The National Board of Education

Author: Horst Löfgren Eva Ericsson	Inst.: Department of Education University of Lund, Box 7009 S-220 07 LUND
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Title: Undervisningsmodeller för barn med annat hemspråk än svenska. Utvärdering av modersmålsklasser kontra sammansatta klasser Models for the teaching of immigrant children: An evaluation of home-language classes contra composite classes.

Bibliographic reference: Pedagogiska Institutionen, Lunds universitet, Box 7009, S-220 07 LUND Pedagogiska rapporter, nr 29, Lund 1982, 56 s. ISSN 0348-369X
--

Title of project:

Key words: Immigrant children, bilingual teaching, home-language teaching, organizational models, bilingual teachers, home-language teachers.

Abstract: As part of an evaluation of bilingual models for the teaching of immigrant children in the Swedish comprehensive school grades 1-6, we were requested by the National Board of Education to find out 1. which factors influence the decision as to model of organization, e.g. home-language classes or composite classes, 2. what are the working-conditions of home-language teachers, and 3. which are the relations between organizational model and school achievements, with special regard to the children's proficiency in their home-language and in Swedish. In order to answer the first question we interviewed the persons responsible for organizing the teaching of immigrant children in 14 municipalities. The second question was studied by means of a questionnaire given to 193 home-language teachers in home-language and composite classes, its items covering physical and psycho-social aspects of their working environment, how they experience their status, their experience of and preference for organizational model, the pros and cons of home-language and composite classes, etc. Finally, using tests as well as teachers ratings, we evaluated the outcome of the two models of organization, conclusions being based on data from 208 Finnish immigrant children and 102 Swedish children in grades 5 and 6.

Pub. date: 1982	Pages: 56	☒ Swedish ☐ English ☐	☒ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:
National Board of Education

Author:

Pettersson, Åke

Inst.: Department of Educational
and Psychological Research
University of Lund
Box 23501, 200 45 Malmö

Title:

Betygen berättar. En rapport från projektet Högstadieskrivning.
/What essay marks can tell. A report from the project Senior stage writing./

Bibliographic reference:

Department of Educational and Psychological Research
Malmö, 1982
Särtryck och småtryck, Nr 432
ISSN 0349-1188

Title of project:**Key words:**

Marking, senior stage, sex, writing, socio-economic status, teaching method.

Abstract:

Two methods for writning instruction was tested in grade 8:

The LANGUAGE method (concentration of short texts, e g sentence combining, and study of one's own texts) and the CONTENT method (group writing on content-based themes). Both student groups wrote two essays, one before and one after the instruction period. The essays were marked by independent teachers, three for each individual essay. Marks and background variables were compared.

- Some results: 1) Post-essays scored higher than pre-essays. 2) The CONTENT method scored insignificantly higher. 3) Girls scored much higher than boys. 4) Teachers seldom disagreed considerably in their marking. 5) Male teachers favoured girls' essays more than did female teachers. 6) Children from homes of higher SE status were awarded higher grades. 7) The individual students treated on the whole both essay topics equally well. 8) The LANGUAGE method seemed comparatively more favourable for male, low-achieving and working-class children.

Pub. date:

1982

Pages:

20 +
appendix

☒ Swedish

☐ English

☐

☐ Final
report

☐ Progress
report

☐

☐ Diss. (Akad. avh.)

☐ Master's thesis
(Psykologex.arbete)

☐

Research supported by:

Author: Per Olof Thång	Inst.: Department of Education University of Göteborg
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Title:

Teaching within Labour Market Training (LMT). Dialogues with eleven teachers in *swedish*.

Undervisningen inom den förberedande teoretiska utbildningen i AMU. Pedagogiska samtal med elva lärare i svenska.

Bibliographic reference:

Department of Education, university of Göteborg, issn 0349-2974
1982:10

Title of project:

Experience - Education - Work

EUA-projektet - Erfarenhet, Utbildning och Arbete. EUA-rapport nr 4

Key words:

Vocational education, adult education, work experience, teaching methods, instructional process, qualitative research methods,

Abstract:

This progress report is about the education in Labour Market Training (LMT). Eleven teachers in Swedish were deep-interviewed about their teaching and intentions with their teaching.

For analysing, interpretation and describing the courses a scheme was developed.

In the main chapter in the report a detailed description of the teaching methods is given.

In some respects there were important differences between the eleven courses. Most of the teachers emphasize the importance of the students taking part in the course planning. Only two of the teachers rejected the students participating in the planning process as unsuitable. They considered the planning as a responsibility for teachers; not for students.

Three main types of teaching patterns could be distinguished. (a) class-lessons, (b) small-group teaching, i. e. the class was divided into 'classes within the class' and finally (c) individualized instruction with the teacher acting as a supervisor rather than a class-teacher. The second teaching pattern was most commonly used.

In most of the courses the students' experiences were considered to the greatest possible extent. But, as a matter of fact, it was not very predominant.

Pub. date: 1982	Pages: 124	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

The National Board of Education

Author:

Per Olof Thång

Inst.:Department of Education
University of Göteborg**Title:**Teaching within Labour Market Training. Dialogues with nine teachers in *social subjects*.

Undervisningen inom den förberedande teoretiska utbildningen i AMU. Samhällsorientering.

Bibliographic reference:Department of Education, university of Göteborg, 1982, issn 0349-2974
1982:04**Title of project:**

Experience - Education - Work

EUA-projektet - Erfarenhet, Utbildning och Arbete. EUA-rapport nr 2

Key words:

Vocational education, adult education, work experience, teaching methods, instructional process, qualitative research methods,

Abstract: The report consists mainly of deep-interviews with nine teachers in Labour Market Training (LMT) about teaching methods, instructional processes and students ability and desire in taking part in planning the course. A very special topic of the study was to analyse the role of work and life experience in LMT.

A scheme was developed for analysis and interpretation of the interview-data. The education in the social-subjects is described in three main categories, namely: (a) course planning, (b) teaching pattern and (c) evaluation. Each of the nine courses was analysed, interpreted and described in great detail.

In six of the nine courses the students have to take great responsibility in planning the course-content. In this way the students' work and life experiences were taking into consideration. In the remaining three courses the teachers themselves took a more active part in the planning of the course-content.

In seven of the courses, project-work, was the principal teaching method, but in the remaining two, lessons and teacher guided discussions, were the main forms of instructional processes.

Pub. date:

1982

Pages:

111

☒ Swedish☐ English☐☐ Final report☒ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐**Research supported by:**

The National Board of Education

Author:	Inst.:
Per Olof Thång	Department of Education University of Göteborg

Title:
Teaching within Labour Market Training (LMT). Dialogues with ten teachers in <i>mathematics</i> .
Undervisningen inom den förberedande teoretiska utbildningen i AMU. Pedagogiska samtal med tio lärare i matematik.

Bibliographic reference:
Department of Education, university of Göteborg, issn 0349-2974 1982:05

Title of project:
Experience - Education - Work EUA-projektet - Erfarenhet, Utbildning och Arbete. EUA-rapport nr 3

Key words:
Vocational education, adult education, work experience, teaching methods, instructional process, qualitative research methods,

Abstract:
This progress report is about the education in Labour Market Training (LMT). Ten teachers in Mathematics were deep-interviewed about their teaching and intentions with their teaching.
For analysing, interpretation and describing the courses a scheme was developed. In the main chapter in the report, a detailed description of the teaching methods is given. In all the courses the teaching material governed to a great extent.
The most predominant teaching method was individualized instruction. Three of the teachers completed regularly the individualized instruction with lessons.
Two different kinds of teacher-roles could be distinguished. One who subordinated to the teaching material and one who directed and structured the teaching material to a great deal.
The students did not take part in the planning of the courses. Some of the teachers did not take the students' work or life experiences in consideration at all. Some other teachers interpreted the students' experiences as synonymous with previous knowledge. Two of the interviewed teachers had a more qualified apprehension of the students work and life experiences, implying that focus is on the students' attitudes to the subject matter and their life situation.

Pub. date:	Pages:	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
1982	108	☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:	334
The National Board of Education	

Author: Per Olof Thång	Inst.: Department of Education University of Göteborg
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Title: Teaching within Labour Market Training (LMT). Dialogues with thirteen teachers in <i>English</i> . Undervisningen inom den förberedande teoretiska utbildningen i AMU. Pedagogiska samtal med tretton lärare i engelska.
Bibliographic reference: Department of Education, university of Göteborg, issn 0349-2974 1982:13
Title of project: EUA-projektet - Erfarenhet, Utbildning och Arbete. EUA-rapport nr 5 Experience - Education-- Work
Key words: Vocational education, adult education, work experience, teaching methods, instructional process, qualitative research methods,

Abstract: This progress report is about the Labour Market Training (LMT). Thirteen teachers in English were deep-interviewed about their teaching and intentions about their teaching. For analysing, intepretation and describing the courses a scheme was developed. In the main chapter in the report the teaching is described in a detailed way. In all the courses the teaching material governed, the students as well as the teachers, to a great extent. The most predominant study method was individualized instruction. The way in which the LMT is organized influenced the choise of the teaching method to a large extent. In LMT the admission of students occurs gradually. The students' earlier experiences were only marginally considered. The teachers couldn't appreciate how to utilize work and life experiences in foreign language teaching.

Pub. date: 1982	Pages: 124	☒ Swedish ☐ English ☐	☐ Final report ☒ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The National Board of Education	335
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TEACHING PROFESSION

Author:
Sten Tellenback

Inst.:
Department of Education
University of Lund, Box 7009
S-220 07 LUND

Title:
Teacher Stress: complex model building with LISREL

Bibliographic reference:

Pedagogiska Institutionen, Lunds universitet, Box 7009, S-220 07 LUND
Pedagogical Reports, No 16, Lund 1982, 41 p
ISSN 0347-8467

Title of project:

Key words:

Organizational stress, job stress, teacher stress, higher-order factors, theoretical constructs, structural equation models, LISREL.

Abstract:

The need to study stress as a multivariate phenomenon has been emphasized by several authors. In this paper a complex causal model of teacher stress is presented. The data are based on a survey of all teachers in one of the major cities of Sweden. The paper presents a method for treating the model variables as higher-order factors or higher-order theoretical constructs. This method allows for a parsimonious design and yet most of the relevant information in the data set is incorporated into it. The main findings are that individual personality characteristics rather than biographical ones are associated with the stress variables, that relations to the pupils are the by far most important source of stress, and that social support is ineffective in alleviating reactions to stress exposure. It is also shown that a latent variable measuring a syndrome of work dissatisfaction and work overload is very strongly connected to the teachers' health as measured by mental disorders and psycho-somatic symptoms.

Pub. date:
1982

Pages:
41

☐ Swedish
☒ English
☐

☐ Final report
☐ Progress report
☐

☐ Diss. (Akad. avh.)
☐ Master's thesis (Psykologex.arbete)
☐

Research supported by:

TREATMENT AND PREVENTION

Author:

Ulf Argus
Mahmoud el Hissi

Inst.:

Department of Applied Psychology
University of Lund

Title:

Terapeutens interventioner i psykoanalytisk psykoterapi
Therapist interventions in psychoanalytic psychotherapy

Bibliographic reference:

Institutionen för tillämpad psykologi
Lunds universitet
1982

Title of project:**Key words:**

intervention, adaptive context, countertransference, communication, acting-out

Abstract:

The paper concerns interventions by the therapist. A historical account of the development of psychoanalytic techniques is provided. A pattern of transition from an entirely patient-centered view of treatment to a more interactional model involving as much emphasis on the countertransference of the therapist as on the transference developed by the patient is shown to be discernible. An account of a series of sessions of short-term therapy with the comments of an experienced psychotherapist is presented. This is discussed in terms of the therapeutic process and therapeutic interventions, Langs' communicative approach serving as the major theoretical point of departure.

Pub. date:

October
1982

Pages:

91

☒ Swedish

☐ English

☐

☐ Final
report

☐ Progress
report

☐

☐ Diss. (Akad. avh.)

☒ Master's thesis
(Psykologex.arbete)

☐

Research supported by:

Author: Arnetz, Bengt B.	Inst.: Lab. for Clinical Stress Res., Karolinska Institutet, and National Inst. for Psychosocial Factors and Health
------------------------------------	--

Title: PSYCHOPHYSIOLOGICAL EFFECTS OF SOCIAL UNDERSTIMULATION IN OLD AGE. A CONTROLLED INTERVENTION STUDY CONCERNING THE EFFECTS OF INCREASED SOCIAL ACTIVITY AND ENHANCED PERSONAL CONTROL IN INSTITUTIONALIZED ELDERLY PEOPLE.
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Bibliographic reference: Lab. for Clinical Stress Research, Karolinska Institutet, and National Institute for Psychosocial Factors and Health, 1983.
--

Title of project:

Key words: Elderly, institutionalization, stressors, psychosocial activation, Hemoglobin A _{1c} , estradiol, dehydroepiandrosterone, testosterone, cortisol, prolactin, growth hormone, staff development

Abstract: Psychosocial overstimulation is widely recognized as a potent stressor that may have various psychological and physiological effects. Considerable less attention has been focused on the psycho-biological effects of social understimulation. The psycho-biological effects of a controlled social activation program were evaluated during a period of 6 months. The program was developed by the staff and the elderly at a long-term care institution. Evaluation took place immediately before the program as well as after 3 and 6 months of social activation in the Experimental group. A Control group was followed as well. Social activation increased three-fold in the E-group. They became more interested in meeting others as well as spent more time out of doors. Plasma estradiol, dehydroepiandrosterone and testosterone increased in the E-group compared to the C-group. Over-all blood glucose, measured as hemoglobin A _{1c} , decreased in the E-group. They also felt less restless. Over-all findings indicate a lower psychophysiological stress level in the activated group.

Pub. date: April 1983	Pages: 168	☐ Swedish ☒ English ☐	☐ Final report ☐ Progress report ☐	☒ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: Municipality of Stockholm, Delegation for social research, Karolinska Institutet, Lars Hierta's Memorial Foundation, Clas Groschinsky's Memorial Foundation	340
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Author:
Arnetz, B.

Inst.:
Lab. for Clinical Stress Research,
Karolinska Institutet, Box 60 205,
104 01 Stockholm

Title:

PSYKOGERIATRIK - ERFARENHETER AV PSYKIATRISK VARD AV ÄLDRE I ENGLAND -

(PSYCHOGERIATRICS - EXPERIENCES FROM PSYCHIATRIC CARE OF ELDERLY PEOPLE IN ENGLAND -)

Bibliographic reference:

Lab. for Clinical Stress Research, Karolinska Institutet, Report no. 163, 1982.

Title of project:

Key words: Psychogeriatrics, England, social and medical care, senile dementia of Alzheimer's type (SDAT), multi-infarction dementia, treatment of dementia, interdisciplinary treatment

Abstract:

The content of this report is based on a psychogeriatric course held in 1982 at the university of Nottingham. The course was organized by Department of Health Care of the Elderly with the sponsorship of the British Council. This report deals with the present ideas concerning the diagnosis and treatment of elderly people with psychiatric problems. Furthermore, recent research developments in the field of psychogeriatric medicine as well as geriatric sociology and psychology are reported.

Pub. date:

Oct. 1982

Pages:

26

☒ Swedish☐ English☐☒ Final report☐ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐

Research supported by: Karolinska Institutet, Clas Groschinsky's Memorial Foundation

Author:

Arnetz, B.B., Eyre, M. & Theorell, T.

Inst.:Lab. for Clinical Stress Research,
Karolinska Institutet, Box 60 205,
104 01 Stockholm**Title:**

SOCIAL ACTIVATION OF THE ELDERLY. A SOCIAL EXPERIMENT.

Bibliographic reference:

Soc. Sci. Med. 16(19):1685-1690, 1982

Title of project:**Key words:**

Aged, social activation, intervention, participation, staff development

Abstract:

The article describes an "activation" program for elderly people living in an institution. The activation program was developed together with the tenants and the staff at the institution.

The goals of the program were to increase social participation, self-dependence, and personal control among the elderly people. The program was implemented within the apartment's existing financial framework. Social participation increased three-fold in the experimental group with only minor changes in the control group. The major part of this report focuses primarily on the problems which arose in the personnel group in conjunction with the program. Evaluation of these problems was carried out by means of tape-recorded personnel meetings. It was of major importance to the program that any organizational changes should be enacted only on the initiative of the elderly and the staff themselves. The results show that it is possible, with relatively simple and inexpensive methods, to stimulate the elderly's interests and counteract social isolation and understimulation.

Pub. date:

1982

Pages:

6

☐ Swedish☒ English☐☐ Final report☐ Progress report☐☐ Diss. (Akad. avh.)☐ Master's thesis (Psykologex.arbete)☐

Research supported by: Municipality of Stockholm, Delegation for social research, Karolinska Institutet, Lars Hierta's Memorial Foundation

Author:

Arnetz, B., Theorell, T., Levi, L.,
Kallner, A. & Eneroth, P.

Inst.:

Lab. for Clinical Stress Research,
Karolinska Institutet

Title:

KROPPSLIGA OCH PSYKISKA EFFEKTER AV SOCIAL AKTIVERING HOS ÄLDRE.
(BODILY AND PSYCHOLOGICAL EFFECTS OF SOCIAL ACTIVATION AMONG ELDERLY)

Bibliographic reference:

Läkartidningen, 80(10):965-971, 1983.
(Swedish Medical Journal, 80(10):965-971, 1983.)

Title of project:

Key words: Social understimulation, institutionalization, social activation,
hormones, electrolytes, body height and weight

Abstract:

Psychological and bodily effects of social activation among elderly living in a senior citizen apartment building were studied in longitudinal experiments over a 6-month period. One group (n=30) of elderly developed in cooperation with the staff a social activation program. Another group (control), subject to no changes, was followed as well. Social participation increased three-fold in the experimental group. Biochemical findings (estradiol, dehydroepiandrosterone, testosterone, hemoglobin A_{1c}, creatinine and triglycerides) indicated a lowered psychophysiological stress level in the activated group compared to the control group.

Pub. date:	Pages:	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
1983	3	☐ English	☐ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by: Municipality of Stockholm, Delegation for social research, Karolinska Institutet, Lars Hierta's Memorial Foundation, Clas Groschinsky's Memorial Foundation

Author: Gabrielsson, A.	Inst.: Department of Psychology University of Uppsala Box 227 751 04 UPPSALA
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Title: Psychology of music. Parts III and IV. Musikpsykologi. Del 3-4
Bibliographic reference: Musikterapi, 1982, (1), 6-15 and 1982, (2), 8-16
Title of project:
Key words: Music, psychology

Abstract: A survey of music psychology is given for readers interested in music therapy. The present two parts deal with rhythm and melody, respectively. The emphasis is on recent empirical research in these topics and their relations to aspects of music therapy.

Pub. date: 1982	Pages: 10 + 9	☒ Swedish ☐ English ☐	☐ Final report ☐ Progress report ☐	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by:

Author:
Stensmo, Christer

Inst.:
Department of Education
University of Uppsala

Title:
The community of Trollängen - an evaluation at an individual level.
I. Clients before treatment

Kollektivet Trollängen
1. Gästerna före behandling

Bibliographic reference:

Department of Education, Uppsala university
Pedagogisk forskning i Uppsala 42, Uppsala 1983
ISBN 91-85250-77-5 ISSN 0348-3630

Title of project:
TOD (Evaluation of Treatment Of Drug Addiction)

Key words:
Drug addiction, drugcareer, evaluation, family background, social integration, therapeutic community

Abstract:
Trollängen is a therapeutic community for drug addicts. In an earlier study the community was evaluated at an organizational level.

This study is a description of the psychosocial development of 32 drug addicts from their birth up to the moment they enter the treatment program at Trollängen. Their development is related to different kinds of family background and different kinds of social integration before addiction. The description of their development is related to seven theories of drug addiction, developed by Swedish researchers.

The conclusion of this study is that there are different ways or careers into drug addiction and that there are probably also different ways out. The way of handling differences between drug addicts is considered in relation to the seven theories.

Pub. date: March 1983	Pages: 140	☒ Swedish	☐ Final report	☐ Diss. (Akad. avh.)
		☐ English	☒ Progress report	☐ Master's thesis (Psykologex.arbete)
		☐	☐	☐

Research supported by:

HSFR

VOCATIONAL EDUCATION

Author: Ella Danielson	Inst.: Department of Education University of Gothenburg Box 1010, 431 26 Mölndal
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Title: Psykiatrisk vårdutbildning - En översikt av vårdutbildningar ur internationellt perspektiv och vårdorganisationen i Sverige

Psychiatric Nursing Education - A Survey of Nursing Education in an International Perspective and the Care Organization in Sweden

Bibliographic reference:

Department of Education
University of Gothenburg 1982:09
Issn 0349-2974

Title of project: Psychiatric Nursing Education

Key words:
Nursing Education

Abstract:

This project was supported by the Swedish Fedreation County Councils with purpose to give support for their decision about the psychiatric nursing education in Sweden.

One part of the project is this report with a survey of psychiatric nursing education in Sweden and also other countries as Danmark, Norway, Finland, Great Britain and the United States.

The mainpoint is the describing of psychiatric education for nurses and nursing assistants.

A describing of the psychiatric care organization in Sweden is given in the end of the report. The organization will be changed. This result in that the personnel will get new tasks and therefore need other knowledge.

Pub. date: July 1982	Pages: 104	☐ Swedish ☐ English ☐	☐ Final report ☐ Progress report ☒ Part...	☐ Diss. (Akad. avh.) ☐ Master's thesis (Psykologex.arbete) ☐
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Research supported by: The Swedish Federation County Councils

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